



Challenge, learning, innovation and cooperation in understanding your landscape

Handbook for teachers

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Handbook for teachers

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Preface

The landscape consists of both the external environment, where each of us lives, and how we perceive it – as familiar, comforting, dangerous, ugly, beautiful etc. We see it from our window, we walk and drive through it and we visit it for recreation or on holiday. It plays an important but often under-appreciated role in our quality of life, or sense of belonging and as a background for many activities. At a European level the landscape is recognised and given prominence through the European Landscape Convention (ELC). The ELC is important for raising awareness of the landscape and enshrined in the convention text is the need for citizens to become involved in looking after it. However, this need is not very widely known nor is it clear how citizens are supposed to become active in their local landscape. The E-CLIC project, carried out under the auspices of the EU Lifelong Learning Programme aimed to start the process of rectifying this omission by developing new and exciting ways for everyone to learn, innovate and cooperate.

The concept of lifelong learning is that learning is not something we do only at school or university and then stop but that we need to learn all through our lives. Since the world around us – including the landscape – is constantly changing we need to be adaptable and for this we need to keep learning.

Landscape is not a static backdrop to our activities but it changes around us and our own actions change it too, directly and indirectly. In different places there are different pressures on the landscape – urban development, rural change, effects on heritage and identity and the impacts of infrastructure and tourism – important and specific challenges. If we care about our surroundings enough to want to help to protect the landscape or to participate in planning for its development then we need tools to help us respond and understand the challenges and to enable us to participate more meaningfully.

This handbook for teachers at secondary school, university and continuing education levels provides guidance on how to use the large number of resources and tools developed within the E-CLIC project and ways of incorporating landscape and the ELC into existing educational curricula and programmes.

The resources and tools developed within the E-CLIC project include:

- A Learning package aiming to familiarise the learner with the ELC, the challenges facing the landscape in different countries and ways to communicate solutions to such challenges by using IT methods and tools.
 - A review report of landscape-related policy issues.
 - A Best Practice Library of case studies relating to the implementation of ELC measures.
 - A Library of ICT resources
 - The results of a European-wide competition which produced interesting and imaginative solutions to landscape challenges.
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Essentially, the handbook can be used as part of environmental education or promoting public awareness of European landscape policy and most important attract the active participation of people in the assessment of their local landscape.

The ELC is to be taken as a basis for raising the interest of youth and young/older adults in a number of everyday and universal “values” that it helps to promote the landscape!

The handbook includes:

1. Introduction to the project
2. Introduction to the resources available
3. Suggested learning activities for different target groups to use the resources



1. INTRODUCTION

1.1 The E-CLIC project

The E-CLIC project (www.e-clicproject.eu/) explored the contemporary achievements, demands and opportunities of using challenge, learning, innovation and cooperation (CLIC) to go “beyond public participation” in the implementation of the European Landscape Convention. To achieve these goals, the E-CLIC project tested the potential of Information and Communication (ICT) Tools, where knowledge is co-produced between researchers and members of the public of all ages and at all stages of the lifelong learning process. The project findings showed the advantages of digital tools for the improvement of knowledge, skills and understanding and for facilitating the direct involvement of the public in the interpretation and implementation of European landscape policies.

The case of the European Landscape Convention (ELC) was taken as an example, because the European landscape plays an important role in the quality of life of all people and represents a field of action that concerns all. Because the landscape is affected by a large number of other European policies concerning agriculture, nature conservation, tourism, infrastructure, urban development, alternative energy and so on, it can form a valuable platform for discussing many otherwise sectoral issues and policies.

The project addressed secondary education students, university students and members of the general public, inviting them to take part in competitions in all the countries participating in the project as well as the rest of Europe, and to propose solutions to a set of landscape challenges. The solutions were inspired by the ELC and presented in a visual form using ICT tools. The competitions especially aimed to stimulate the younger audiences to respond to the landscape challenges by learning more about landscapes and by devising innovative proposals for their protection, management and planning, in cooperation with their peers.

The competitions concluded in the autumn of 2014 and conferences in each participating country took place where the best entries were presented and winners declared. In 2015 an international conference took place in Estonia where a European prize was awarded in each of three categories – school students, university students and the general public. The competition entries provide inspiring examples of how landscape can be made interesting and relevant to everyone and how ICT can be used in innovative ways. This material provides some of the resources for the teaching discussed later in this handbook.

In order to promote knowledge about landscape a Review Report of existing policies related to the landscape in the 6 participating countries and a Best Practice Library of over 50 cases highlighting examples of implementing the ELC in different contexts is available. A Library of ICT tools was also created, containing a wide range of visualization tools, both simple and advanced, open source and commercial, aiming to give examples of the media that may be used, according to the technology skills of the participants, to present their ideas. A Learning Package was developed taking advantage of the results of the CLIC competitions. All these form the resources to be used more widely after the conclusion of the project active phase in 2015.

1.1.1 Project Outcomes and Results: the resources accumulated for continuing educational purposes

A number of significant outcomes of the project were developed with the express aim of becoming learning resources, initially for the competition and subsequently for the mainstreaming envisaged for the project. All can be freely accessed from the project website.

1. A review report of landscape-related policy issues. This introduces the ELC and its policy directions, with comments; presents the policy issues pertaining in each reviewed country, with particular reference to issues in the ELC, such as citizens engagement, awareness raising, training and education, assessment; presents the findings of the consultation campaign undertaken by the partnership and lists the pertinent issues which have guided the formulation of the learning objectives for each target group. It provides the key background to the ELC, landscape and policies.
2. A Best Practice Library as an online database with search facilities, including 53 case studies of good practice with respect to the ELC measures in landscape planning, management and protection from 13 European countries.
3. A set of Learning Objectives related to the ELC. The objectives are defined according to the framework of targeted key competences, namely learning to use open source ICT tools to “read” landscapes and understand major issues related to them; and developing key and transversal civic competences necessary to engage in policy assessment, policy comprehension and problem solving. Within this framework, detailed objectives were defined in relation to landscape policy, with reference to the target groups of the project.
4. A Library of ICT resources was created by selecting tools that are either open source downloadable from the internet or commercial and can be used by for dealing with the “challenges”. A wide range is included spanning from game-based learning and solutions manifested in 3D models to social networking tools. The ICT tools are also grouped in categories, depending on which competition target group they are considered as more suitable for.
5. The complete set of winning competition entries as a learning package providing inspirational examples of how the landscape can be addressed in learning situations and how ICT can be used in different ways and at different educational levels.



2. AIM OF THE TEACHING HANDBOOK

This handbook provides guidance to teachers at secondary school, university and in adult or continuing education programmes in how to use the learning resources in constructing and running a course about landscape. It outlines the key elements of the resources, especially the learning package, and suggests the way in which each might be applied.

The package has been pilot tested and the feedback incorporated into the guidance. As landscape is not often a specific subject taught in schools it is necessary to consider which elements of a curriculum provide the setting where it might be introduced. This is not so much a problem in universities where landscape is recognized as a subject field and features in numerous programmes among different curricula. Here it is more about in using the materials and applying the innovative aspects in existing or modified courses. At an adult education level it is possible to develop a specific course, say for evening classes or as continuing professional development (CPD). The challenge to teaching is partly the need to ensure that the correct level of use of terminology and concepts is identified: running a course in a remote village where few people have university education is different from offering a CPD course for landscape professionals.

We who worked on the project and who prepared and assembled the materials hope that it provides a range of accessible and useful as well as interesting and challenging resources and that the course ideas presented here will be taken up widely across Europe. We firmly believe that the time is ripe for landscape to receive the attention it deserves and that people need to be educated in order to participate as fully as possible in the future protection and development of their own landscapes.



3. SUMMARY OF THE LEARNING PACKAGE

3.1 The aim and goals

The learning package was produced for schools, universities and for awareness of the public in general on the basis of the winning entries of the competition, and uses the concept of "landscape challenges" in order to stimulate discussion and debate amongst learners at all levels.

As the principles underlying the ELC implementation are very much governance-oriented, this gives a hook for applying innovative ways of social learning, political cooperation and the implementation of landscape policies. The learning package is therefore intended to make the ELC understandable through the use and analysis of specific examples to show how policy affects citizens' day-to-day life depending on the action realized.

More specifically, the learning package aims to:

- make it easier to understand how landscape policies affect people's lives;
- promote public awareness of the ELC and attract the active participation of people on its assessment;
- familiarize the learner with ICT methods and tools to be used when learning about the ELC;
- encourage the learner to become active by creating their own learning material.

Users of the package are encouraged to create their own learning materials by using some of the best practice examples and the library of ICT resources as well as the winning competition entries. The learning products can be directly used to raise awareness or to be taken as a basis for new learning material focused on a specific landscape challenge, policy or region.

These are addressed to three different target groups:

- Secondary schools
- Universities
- Other institutions (i.e. adult education centres, NGOs, professional bodies) undertaking adult education or continuing professional development.

The products are designed to be used in an active learning environment, where learners construct the content and meaning through discussion, asking questions, listening to each other and immersing themselves in a communication process. This means using learning by dialogue in a class context or within an informal education scenario. Game-based learning is also presented as an effective mechanism to promote active participation, increase learners interaction and development of their own learning material, with special focus on the use of ICT tools which contribute to a more stimulating and productive learning, not only in informal but also formal learning scenarios.

3.2 Using the Learning Package

This learning package is aimed at teachers and learning facilitators and explains the background and how to use them. Three learning modules are presented, each with a number of learning activities which can be used separately or as a package as desired. These can be used either by teachers or self-independently by students, connecting the learning approaches addressed by each module.

3.2.1 Module aims

On following all three learning modules the learner would be able to:

- Reflect: about the importance of the ELC.
- Analyse: the impact of European policies on everyday life, with a special focus on the ELC.
- Create: knowledge about the landscape and policies. Each user will be able to create their own knowledge according to their specific needs.
- Embrace: integrated knowledge acquired on everyday activities and way of life.

These abilities would of course be set for different learning levels so that the expectations of what level of analysis of policies, for example, would be obtained after the module was completed would be different for a secondary school student and a university student or member of the general public.

3.2.2 Structure of learning modules

The learning modules are structured in a logical way and standardised across all levels as follows:

Outcomes: what the learner will be able to do on completion of the module.

Purpose: the learning objective of the module.

Aims: what the module is intended for.

Learning contents: this section contains the core of the module. On following it the learner may acquire the main learning inputs related to the purpose and aims of the module.

Final remarks: a summary of the main ideas and key aspects of the module.

Tasks: a range of ideas for potential activities related to the learning contents. They are intended to be developed and either by the teacher/learning facilitator and/or the learner themselves.

3.3 The key concepts used in the package

There are some key concepts with which the teacher or learning facilitator must become familiar in order for the package to be successful.

3.3.1 Landscape and the European Landscape Convention

The European Landscape Convention came into force on the 1st March 2004, and by 2014 has been signed, ratified and enforced by 38 of the 47 parties of the Council of Europe. The goals and actions contained under the articles of the ELC represent a fundamental shift in how we interpret, regulate, and intervene in landscapes in Europe, and worldwide. The ELC represents a key aspiration of progressing towards bottom-up and governance-based models for the management, protection and planning of all landscapes, which are considered an essential asset for the quality of life of (European) citizens. Promoting and enhancing public participation is frequently proposed as a key step for achieving the efficient implementation of the ELC. However, the efficiency and equity of traditional approaches to public participation in policy making have often been questioned.

The definitions in the ELC, which are very important, are listed here:

- a. "Landscape" means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors;

- b. "Landscape policy" means an expression by the competent public authorities of general principles, strategies and guidelines that permit the taking of specific measures aimed at the protection, management and planning of landscapes;
- c. "Landscape quality objective" means, for a specific landscape, the formulation by the competent public authorities of the aspirations of the public with regard to the landscape features of their surroundings;
- d. "Landscape protection" means actions to conserve and maintain the significant or characteristic features of a landscape, justified by its heritage value derived from its natural configuration and/or from human activity;
- e. "Landscape management" means action, from a perspective of sustainable development, to ensure the regular upkeep of a landscape, so as to guide and harmonise changes which are brought about by social, economic and environmental processes;
- f. "Landscape planning" means strong forward-looking action to enhance, restore or create landscapes.

3.3.2 Landscape challenges

The concept of landscape challenges brings the rather esoteric and remote language of the convention down to the local level where it means something real to the average person. In the CLIC competitions each partner country defined a set of challenges which were considered to be especially relevant while for the international competition a more general or universal set were defined. In the implementation of the learning package it can bring home to learners the immediacy and relevance of the landscape if the modules are structured and localized around specific challenges understood and recognized in the place where the learning package is being used.

3.4 Learning objectives

The learning objectives were derived from the findings of the policy issues and best practices. They tackle the basic challenges identified, and transfer them to a list of learning objectives. The objectives are defined according to the framework of key competences targeted for all three target groups.

The main landscape-related competences to be achieved by these different audiences are:

- Learning to use open-source Information and Communications technology (ICT) tools for landscapes.
- Developing key competences relating to public participation, policy comprehension and problem solving including:
 - 'Key' and integrative understanding of the goals of policy and the mechanisms for their implementation, and how landscape policy is linked with other policies such as agriculture, urban and rural development, infrastructure, tourism etc.
 - Problem solving and conflict resolution, especially in situations where the interests of local economic development diverge from the conservation of landscapes, e.g. by reconciling external pressures with preservation interests through landscape management.

Within the E-CLIC research framework, detailed learning objectives and outcomes were defined in relation to landscape policy with reference to each of the three target groups defined for the project.

4. LEARNING ACTIVITIES: SECONDARY EDUCATION

The Learning Activities outlined below are addressed to teachers of students in the age range of 13 to 18 years, as well as education staff or volunteers of NGOs working with teenagers. The activities comply with the aims and objectives of the E-CLIC project. They take into account the landscape challenges faced by the countries participating in the E-CLIC project, they follow the material contained in the E-CLIC Learning package and they exploit the results of the E-CLIC competitions at national and international level.

4.1 The setting of the learning activities

In schools, the learning activities proposed in this Handbook may form a complete project; or may be used independently as complements to various subjects, such as Geography, History, Geology, Mythology, Environmental Education, Literature, Sustainability Education, Citizenship Education, Arts, ICT.

In both the school environment and NGOs, the learning activities have better results when cooperative learning techniques in small student groups are applied. There are pedagogical and practical reasons for having students work in teams rather than alone. Pedagogically, group work encourages collaborative decision making and helps develop other 21st Century Skills. Grouping can reduce barriers to learning by teaming students proficient in ICT with others non-proficient.

4.2 The role of the teacher

It would be best if the teacher or teachers coordinating the learning activities had received training on experiential learning techniques and small-group cooperative learning. But even without training, teachers should be able to implement the E-CLIC learning methodology by following the steps outlined below.

Classroom management when applying the E-CLIC learning activities is very similar to any hands-on activity. An actively involved teacher providing content expertise and focus can move things along. Small-group learning appears to be particularly good at encouraging peer tutoring.

Key suggestions:

- encourage peer-to-peer learning,
- encourage real-time conversations about the landscape, during field visits, between groups as well as within them.

Teachers are the content area experts who can help students make decisions; they are also classroom managers who can help small groups stay focused on the learning objectives. Therefore, their active involvement is essential for the successful use of the E-CLIC learning activities.

Every Learning Activity in this Handbook is outlined in a way that would help teachers to organise their work as effectively as possible. The outline specifies aims and objectives, didactic techniques, learning procedure, material and handouts, classroom arrangement and learning subjects connected with the activity in action. To optimise the educational result of the proposed activities, it is recommended to enlist the assistance of one or more ICT teachers or ICT experts,

to ensure that the different ICT tools included in the Learning Package can be adequately explained and demonstrated to students, offering also assistance during their implementation.

4.3 Some advice on organising and hosting a Learning Activity

Preparing the meeting room and the necessary facilities and equipment:

- Prepare the room, have tables or chairs so that all participants can see each other during the meetings.
- Provide a writing board or large pieces of paper on a stand that would allow everyone to follow the progress of the meeting.
- Provide at least one PC and one projector in the room.
- Make sure that there is fast Wi-Fi in the room.

The teacher is responsible for:

At the start of the meeting:

- Presenting clearly the purpose of the meeting and whether the meeting should reach one or more decisions.
- Specifying the schedule of the meeting.

Throughout the meeting:

- If participants move away from the purpose of the meeting, the teacher must refocus the discussion.
- If some participants are uncomfortable or shy, the teacher should encourage them to speak their minds.
- If there are misunderstandings between the participants, the teacher should rephrase what has been said and clarify their meaning, to facilitate dialogue.
- At the end of the meeting, the teacher should summarise what has been said to ensure that all participants share what has been decided.
- The teacher may assign the task of "secretary" to one or two participants, who will take notes of the main decisions taken by the group.
- The teacher shall ensure the proper conduct of the meeting by asking all to listen carefully and respect one another's views, not losing sight of the objective of the meeting at the same time.

4.4 Learning Activities

4.4.1 Learning Activity 1: The Landscape and how we perceive it

Duration: 2 teaching sessions, including one session for "Brainstorming" and one for "Collage" (at least one hour each).

Aim: to demonstrate to the students the multiple forms and complexity of landscapes.

Learning Objectives:

- to trace different forms and shapes of the landscape,
- to raise awareness about different perceptions of the landscape held by different people,

- to discuss the students' landscape perceptions,
- to encourage critical thinking,
- to encourage groupwork and collaboration among students

Didactic Techniques:

a) Brainstorming session:

- Group Discussion, group games.

b) Collage session

- Research in the internet, use of books and newspapers, homework for preparation.

Class materials: paper, pencil or pen for each student, cardboards A3, glue, scissors, photographs, drawings, tablets, smartphones, computers.

Procedure:

Brainstorming session

The teacher asks the students to write down whatever comes to their minds when he/she speaks the word "landscape". The teacher asks the students for an immediate response, allowing them only a few minutes to think, and as soon as they put their pencils down, encourages them to read to the class what they have written, while the teacher (or a student) takes notes on a board. Then, the students try to group the writings according to certain common landscape characteristics and features. Subsequently the class discusses the different perceptions people have about different types of landscape, e.g. rural, industrial, urban, peri-urban, natural, man-made landscape etc.

The teacher tries to steer the students away from stereotyped notions of landscape based on idyllic natural scenery with forests, waterfalls, isolated beaches, etc. The group centres its discussion on the different perception of the landscape held by different people and how important it is to create "a common language" so that we all understand the same thing when referring to the landscape. The group may be encouraged to play a game to show how different perceptions of people create different stereotypes about the landscape.

Collage session

The class is divided in small groups of 3-4 students per group. Each small group is assigned one landscape type (as concluded in the previous session) and the task to create a poster to illustrate the assigned landscape. The students collect the necessary material (photographs, videos, short texts, animation) during homework and create a poster during the next class session. The poster, one per group, will exploit the technique of "collage", either paper-based or electronic. The different posters are exhibited in the classroom, and all small groups are invited to present their posters and discuss them with the rest of the class.

4.4.2 Learning Activity 2: The Landscape and how it is shaped

Duration: 1 teaching session (at least two hours).

Aim: to understand how landscapes can be transformed by nature itself or by human intervention; and identify a number of "challenges" related to the preservation of landscapes that have environmental value and/or a value for our quality of life.

Learning Objectives:

- to comprehend the role of nature in forming landscapes,
- to assess the positive and negative human interventions in shaping landscapes,
- to trace the interrelationships between human intervention in the landscape and economic, social, and cultural factors,
- to trace the societal and individual values behind the human interventions in the landscape,
- to discuss conflicts that may arise among different stakeholders regarding preservation and /or exploitation of the landscape for economic or social purposes,
- to encourage critical thinking,
- to encourage group work and collaboration among students.

Didactic Techniques:

- Photodocumentation before and after group discussion.
- Research in the Internet.

Class materials: Photos from drastic landscape changes (before and after the change), including local/national examples provided by teacher and students, to reflect issues that are important for the local community or pertinent at national level. Some examples of drastic changes may include:

- a volcano explosion,
- a landslide or an earthquake,
- covering a river or drying a lake (e.g. to produce agricultural land)
- a forest fire,
- urbanization or urban sprawl,
- building a bridge or constructing a new motorway or an airport,
- installing alternative sources of energy – e.g. wind turbines, solar panels,
- building second homes or tourist complexes in areas of great natural beauty.

Optionally, historical documents or ancient mythology may be used, to illustrate how landscape issues were dealt with in earlier times and antiquity.

Procedure: The students are divided in small groups and each group chooses the type of "change" they wish to concentrate on. The teacher takes care so that a large variety of changes are covered by the groups. For homework, the students are assigned the task to find in the internet pairs of photos illustrating the situation "before and after" a major change in a landscape, either brought about by nature or by human intervention. In the class, the groups work together to identify the major "challenges" reflected in the changed landscapes. Each group creates a poster listing the identified challenges and presents the poster to the class for discussion.

The plenary discussion may try to answer the following questions:

- What features do changed landscapes have in common?
- Do these features reflect whether landscapes change due to natural phenomena or human intervention?

- What may motivate human intervention in the landscape?
- Is human-led landscape change always necessary? What needs does it satisfy?
- What are the conflicts that become visible in some of these changes?
- What kind of human values emerge in some of the changes?

4.4.3 Learning Activity 3: The European Landscape Convention, why we need it

Duration: 1-3 teaching sessions (at least 2 hours in total).

Aim: to familiarise the students with the European Landscape Convention and understand its necessity as a "common policy framework" for the landscape among Europeans.

Learning Objectives:

- To learn about the European Landscape Convention.
- To understand the three basic components of the European Landscape Convention (protection, management and planning).
- To become aware that the implementation of the European Landscape Convention is a duty and a right of all European citizens.
- To encourage critical thinking.
- To encourage group work and collaboration among students.

Didactic Techniques: Power point or prezi or other form of presentation prepared by the teacher, followed by plenary discussion and student work in small groups.

Class materials: computer, projector, a presentation prepared by the teacher.

Procedure: The teacher offers a short presentation on the European Landscape Convention to the students, followed by discussion in plenary. Issues to be addressed during the discussion:

- Do the students understand the European Landscape Convention?
- Can the students assign the photos collected during Learning Activity 2, and the "challenges" they illustrate, to the three categories of the ELC: protection, management or planning?
- Can the students identify around or near their school a landscape (of a small or bigger scale) that needs protection, management or planning?

Discussion in small groups: Each small group chooses a landscape among the ones discussed (around or near their school) and identifies the action that needs to be taken in relation to planning, management and protection of this landscape. The students take on the role of "active citizens" and decide whether they need the help of other groups of citizens (e.g. NGOs, neighbourhood groups, scouts, etc) and which electronic tools they would use to present their idea to them so as to make their proposal attractive to the local community.

4.4.4 Learning Activity 4: ICT and how we can use it to promote the preservation of landscapes

Duration: 2-4 teaching sessions (at least 4 hours in total)

Aim: learn about a variety of electronic tools which may help students to present the ideas developed in Learning Activities 2 and 3.

Learning Objectives:

- To familiarize students with different ICT tools which offer opportunities for visual and interactive presentation of landscape issues.
- To practice selected tools and develop user skills.
- To develop the students' ability to use the ICT tools to make public and promote their ideas and action proposals in relation to their selected landscape and the application of the principles of the ELC.
- To encourage critical thinking.
- To encourage group work and collaboration among students.

Didactic Techniques: Demonstration of different types of software and their capabilities to illustrate landscape issues.

Class materials: Computers, tablets, smartphones, access to internet

Procedure: The ICT teacher or expert presents to the students a selection of ICT tools included in the "E-CLIC library of ICT resources" taking into account the level of students' ICT skills. Then the teacher guides the students to "discover" what these tools can do, and acquire a working knowledge of selected tools, which then the students will be invited to use to structure, illustrate and communicate their ideas developed in previous Learning Activities.

The students are advised to gain access to the E-CLIC competition results, as published on <http://e-clic.ning.com/> and study how different ICT tools were used to present proposals developed by other students to address landscape "challenges".

4.4.5 Learning Activity 5: The Landscape we want to protect, manage or plan

Duration: 3-4 teaching sessions (at least 4 hours in total)

Aim: to pay a visit to the landscape(s) chosen by the students to concentrate upon during Learning Activity 3, and verify their features on location, concentrating on the "challenges" that are posed, according to the ELC, and the solutions proposed to preserve and improve the landscape(s).

Learning Objectives:

- Allow the students to observe the landscape(s) they have selected for action.
- To examine, on location, and identify positive and negative features.
- To take photos and videos of the visited landscape(s).
- To discuss the results of their observations and the identified "challenges".
- To design a series of actions to preserve and enhance the visited landscape(s) and present them using the ICT tools learnt during Learning Activity 4.
- To encourage critical thinking.
- To encourage group work and collaboration among students.
- To practice decision making.
- To practice observation skills.

Didactic Techniques: Field study, group discussion in the class (small groups and plenary), preparation of a report by students (one per small group).

Class materials: map of the area, cameras, mobile phones or tablets, computers, internet connection.

Procedure: *Preparation for the field study*

The students use Google maps and Street view to locate the chosen landscape(s) and describe some of its/their essential features. The students define the “challenges” posed by the landscape(s) and collect material from the internet, local newspapers and local NGOs or neighbourhood groups, in order to understand the challenges and the stance the local stakeholders take towards these challenges.

Conducting the field study

The students accompanied by their teacher or teachers visit the landscape(s) they decided to concentrate upon and propose action. The students walk around, take photos and videos, observe and take notes; they discuss with the teacher and amongst them in their small groups the “challenges” they had identified in the class, verifying these challenges or modifying them. The students also make an estimate of the effects their proposed interventions, as formed during class work, would have on the landscape, and decide on the necessary revisions of these interventions, so that they are feasible, effective and understood by the local community.

Preparing the Landscape Challenge Report

Back in the class, the students work in groups to prepare their report of landscape challenges and action that needs to be taken to address them. The students may be guided by some questions, to which they should seek answers.

For example:

- What is the action that should be proposed in order to address the challenges? And who should take this action?
- In which category the proposed action belongs? i.e. protection, management or planning?
- What is the proposed schedule of the intervention?
- Are there any experts or allies who could help implement the intervention?
- What are the material resources that would be needed, what would be the cost, and what are the anticipated sources of funding the intervention?

Once the proposal has been formulated by each small group of students working together, the next task is to present the arguments in favour of the proposed interventions, give examples of actions that need to be taken, describe the roles of the citizens, the local authority, the school, the local NGOs etc. The students choose the ICT tools that they can show best their idea, arguments and message, making sure that they choose tools they can handle with some degree of confidence. The presentation of the electronic reports of the groups is made in a concluding session, in which the local stakeholders (citizens’ groups, local authority, local NGOs, local media etc.) are invited to attend.

5 LEARNING ACTIVITIES: UNIVERSITY EDUCATION

The learning activities outlined below are addressed to teachers of university students in bachelor or master programmes of urban or landscape planning, landscape architecture or geography. The activities comply with the aims and objectives of the E-CLIC project. They take into account the landscape challenges faced by the countries participating in the E-CLIC project, they follow the material contained in the E-CLIC Learning package and they exploit the results of the E-CLIC competitions at national and international level.

5.1 The setting of the learning activities

In universities, the learning activities proposed in this Handbook may ideally form a complete project within a course examining the landscape in different ways. Typically landscape planning or landscape architecture programmes include courses where introductions to landscapes and landscape policies are taught and the materials provided by E-CLIC could be adopted as resources for these existing courses (for example “Reading the landscape” or “Landscape character assessment” courses). Within these courses the following activities are suggested which could be used as a menu by teachers to add fresh content and value to the existing ones.

The activities include individual study or group-based projects and ideally a combination of these, in order to evaluate the knowledge skills and understanding of the students. Since at university the contact hours for teaching are lower than in schools, there is usually a large element of self-directed learning which can take place individually or in groups. A mix of lectures, seminars and studio-type projects frequently works well and different aspects of the suggested activities fit into different modes.

5.2 The role of the teacher

At university level the role of the teacher is to set up the course, introduce the activities, possibly give a limited number of lectures and then to give out assignments either to individuals or groups, with deadlines and set times for seminars and presentations of the products where the whole class share, discuss, critique and learn from each other as well as the feedback from the teacher.

The duration of the activities and the depth into which the students can go will depend on the number of ECTS to be obtained. The greater the number of ECTS the more the course can incorporate multiple activities and project working with large-scale, location-based projects and potentially real participation of local residents in some way or another. The teacher therefore needs to construct a course which offers the appropriate breadth and depth for the number of ECTS and for the level of students undertaking it: first year bachelor or first year master for example.

5.3 Learning Activities

5.3.1 Learning Activity 1: The European Landscape Convention and why we need it: policy challenges

Duration: 2 teaching sessions separated by a week, one to introduce the ELC and hand out the assignment, the second to present results and discuss them.

Aim: to familiarise the students with the European Landscape Convention and understand its necessity as a “common policy framework” for the landscape among Europeans. To understand the challenges in implementing it at a national level. This is a precursor to other later activities and sets the scene.

Learning Objectives:

- To become familiar with the European Landscape Convention.
- To understand the three basic components of the European Landscape Convention (protection, management and planning).
- To become aware that the implementation of the European Landscape Convention is a duty and a right of all European citizens.
- To encourage critical thinking.

Didactic Techniques: Introduction to the ELC by the teacher, reading of the convention and samples of the policy issues from the E-CLIC report by students individually, seminar where students report back with discussion of the results and critical appreciation of the ELC and policies.

Class materials: computer, projector, a presentation prepared by the teacher.

Procedure:

Session 1: The teacher offers a short presentation on the European Landscape Convention to the students, followed by an explanation of the tasks for the students: reading and how to select the policies for review and summarization.

Students are given 1 week to read and prepare short 5 minute presentations of their own assignment.

Session 2: The students present their work and afterwards there is a class discussion of the various issues raised, moderated by the teacher.

5.3.2 Learning Activity 2: My Landscape

Duration: Two teaching sessions separated by a week, one introduction and hand out of the assignment, one presentation of the individual results followed by group discussion.

Aim: To enable students to use ICT to capture and record the key aspects of a landscape they know and love through field work as well as virtual tools.

Learning Objectives:

- to learn how to use ICT to capture different dimensions of landscape in a creative way
- to raise awareness about different perceptions of the landscape held by different people
- to discuss the students’ landscape perceptions
- to encourage critical thinking.

Didactic Techniques: Mainly self-directed group work following an introduction by the teacher and explanation of the assignment and the resources to be used.

Procedure:

Session 1: The teacher introduces the project and hands out the assignment. Students select their landscape and use as much ICT as they wish to capture and present it.

They can make a film, a collage of photos, a virtual journey on Google Earth etc (also using the competition entries as an inspiration) and prepare a 5 minute presentation.

They are given a week to prepare this.

Session 2: The students each present their work and the teacher conducts a discussion of the results, both the way in which ICT has been used and how the landscape character or spirit has been captured and expressed.

5.3.3 Learning Activity 3: Dealing with landscape challenges

Duration: 2 formal sessions with studio project work and tutorials

Aim: To take relevant landscape challenges and to learn techniques for dealing with them, including policy, protection or management.

Learning objectives:

- to understand the pressures and threats to the landscape
- to learn how to apply different tools to directing the future of the landscape
- to develop field work techniques
- to develop group work skills

Didactic Techniques: Mainly self-directed group work following an introduction by the teacher and explanation of the assignment and the resources to be used.

Procedure:

Session 1: An introduction by the teacher to the concept of landscape challenges and the various tools used to face them followed by the assignment and grouping of students. The assignment is a group project based on a real challenge in an area accessible to the students for field work. The challenges are defined beforehand and each group takes a different one (or for large classes each challenge can be taken by two groups and their different approaches compared).

The students work on the project for 2 weeks, in groups of up to 5 students (depending on class size etc.). They receive tutoring on 2 occasions of 30-40 minutes per group.

Session 2: At the second session the students present their projects followed by a critical evaluation and class discussion of the different solutions. The students can refer for ideas to the E-CLIC best practice library and to the E-CLIC competition entries. They can use any means they wish for presenting their work – from static posters to complex ICT.

5.3.4 Learning activity 4: Involving local people in their own landscape

Duration: 2 formal sessions with group project work of 2 weeks duration.

Learning objectives:

- to understand how to involve local people
 - to develop skills in surveying and talking to people
 - to develop group work skills
 - to develop skills in interpreting qualitative data.
-

Didactic Techniques: Mainly self-directed group work following an introduction by the teacher and explanation of the assignment and the resources to be used.

Procedure:

Session 1: The teacher introduces the ideas of public participation in the application of the ELC and hands out the assignment and puts students into groups. Different landscape areas should have already been selected by the teacher, ideally with the cooperation of the local municipality/council, and the groups are assigned one area each (to avoid duplication).

The students then visit the area and talk to the local people about their landscape. The students collect and interpret the data. They may use ICT and set up social networking as a means of finding people and developing a debate within the project as well as for the presentations (eg use of videos of people talking about landscape).

Session 2: After the data collection and interpretation a presentation is prepared and given at the second session, followed by feedback and discussion amongst the class and by the teacher.



6. LEARNING ACTIVITIES: LIFELONG LEARNING

The learning activities outlined below are addressed to teachers of adults, as well as to education staff or volunteers of NGOs working with adults. The proposed activities comply with the aims and objectives of the E-CLIC project; take into account the landscape challenges faced by the countries participating in the E-CLIC project; follow the material contained in the E-CLIC Learning package; and exploit the results of the E-CLIC competitions at national and international level.

Adult education uses approaches that are quite different to the other two target groups. Learning is organized in a problem-based and collaborative rather than a didactic way. Since adults are more internally motivated, self-directed, practical and like to be respected, it is important to stress the importance of the relationship between the teacher and learner. They bring life experiences and knowledge to their learning. Bearing that in mind, we have to enable learners with some degree of ownership and encourage them to bring their experiences and knowledge to the learning experience and share them within the group.

6.1 The setting of the learning activities in lifelong learning context

Running the E-CLIC activities in adult education centres, NGOs, associations and other interested groups is different to other learning environments.

Learning activities related to the landscape may enrich the educational offer of these organisations. The topic is also transversal to other learning contexts, local activities and can enrich existing offers (workshops, courses, classes) of lifelong learning organisations.

It is important that the teacher or mentor of the class has a sound knowledge of adult education principles and practice and is or uses qualified staff or external experts to lead the activities.

On thinking of adult learning, we should have some principles in mind:

Active learning: It is important to find a connection with the learner. Use less speaking and more time on discussion, drama, reflection and exchanging opinions.

Problem-centred: The learners do not want to hear information, but to solve a problem or challenge. Presentations should help them to find a way or tools to cope with them.

Based on experience: It is important to give time to learners to discuss with each other. New information has to be linked to previous knowledge and experience or it will not be remembered.

Relevance: To hold attention the content should be connected with learner's life and work.

Emotional connection: Presentations that connect with a learner's emotions are more likely to be remembered, recalled and learned. Learners should reflect and learn from their feelings.

Self-learning: It is important to show learners the way they can achieve or learn something. How to process and what are the benefits of it. Adult learners have some strong beliefs

about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning.

Alignment: Adults expect that a presenter’s content, learning outcomes and activities be aligned together.

Fun: By all means, make learning fun, enjoyable and filled with laughter! Keep in mind that your reflection of topic affects others.

To get attention and to facilitate the learning process, bear in mind that we should present a big picture first and then go to the detail and try to explain to the learners what is in the topic for them and why they should know it. Learning is an act of participation. The motivation to learn is the desire to become an accepted member of a community of practice. It is about building and maintaining person-to-person connections that bring value. We should bear in mind that the depth of our learning depends on the depth of our engagement and when we engage we feel empowered.

We go far away from lecturing and bring in learning by dialogue and learning by playing. Some relevant techniques are presented in the following table:

GAMES	SIMULATIONS
Body Voting (Those who... stand up)	Body Voting (Those who... stand up)
Double circles (outer circle explain, inner listen)	Human Spectagram (choosing a place in the room according to (dis)agreement)
Mind Maps	Open Space Session (Harrison Owen’s Open Space Technology)
Peer -To-Peer Round Table Discussions	Structured Note Taking
World Cafe Model (participants move from group to group creating a collaborative, cross-pollinated approach to problem solving)	Blog / forum on topic

6.2 The role of the teacher

In the context of adult learning, the teacher should be more facilitator rather teacher. The role of teacher is to facilitate a learner’s movement toward more self-directed and responsible learning as well as to foster the student’s internal motivation to learn.

As for the other learner target groups, the resources created by the E-CLIC project, especially the model of the CLIC competitions and their results form, form an ideal set of materials for use in a lifelong adult learning context. They provide materials for discussion and reflection, problems to be solved and examples of solutions for reference and inspiration. The teacher should ensure that he or she is familiar with these.

In the context of learning environment, the facilitator/teacher should:

- Set up the initial climate of the learning experience by establishing trust and a relaxed environment.
- Clarify the purpose and aims of the learning process and connect it to the learner’s personal goals.
- Elicit each participant’s aim and identify the motivation behind that learning.
- Be an advisor, coach and facilitator based on the experience he or she has.
- Recognise the experience and knowledge learners already have and help them to exploit it in the learning process.
- Accept both intellectual content and emotional attitudes from participants.
- Help the group to maintain respect for each other and to manage conflict if any arise.

Here is some practical advice on how to set up the learning environment:

- Have a less structured programme, use less direct supervision and give more responsibility to learners.
- Encourage the asking of questions and exploration of concepts.
- Show interest in the student’s thoughts and opinions. Listen to any questions asked actively and carefully.
- Before providing data, try to find out questions about the topic.
- Encourage learners to use different resources.
- Be constructive and specific when giving feedback.
- Ask about the experience and establish an open, friendly environment within which to share them with others.
- Try to find out real life goals of learners and help them to connect the content to their goals.
- Work on real case studies from the learners’ environment.
- Ask learners to do some reflection on, for example, what they expect to learn prior to the experience, on what they learnt after the experience, and how they might apply what they learnt in the future, or how it will help them to meet their learning goals.
- When working on field work or when they do their own research or study, enable learners to have some choice when choosing the topic, methods etc.
- Promote active participation by allowing learners to try things rather than observe. Provide plenty of practice opportunity in assessment, interviewing, and intervention processes with ample repetition in order to promote development of skill, confidence and competence.

6.3 Learning Activities

6.3.1 Learning Activity 1: The European Landscape Convention: Policy, Interests, Challenges

Duration: 2 longer teaching sessions, including presentations and discussion. In between home-work and home-learning.

Aim: to familiarise the adult learners with the European Landscape Convention and understand its necessity as a “common policy framework” for the landscape among Europeans. To

understand the challenges at a local and national level and their key actors.

Learning Objectives:

- To become familiar with the European Landscape Convention.
- To understand the three basic components of the European Landscape Convention (protection, management and planning).
- To become aware that the implementation of the European Landscape Convention is a duty and a right of all European citizens.
- To raise awareness about different perceptions of the landscape held by different people
- To discuss the learners' landscape perceptions.
- To encourage critical thinking.

Didactic Techniques: Introduction to the ELC by the facilitator. Structured discussion about perceptions, principles, conflict of interests and challenges.

a) Case study – examples of challenges:

- Group Discussion, group games, identification of new challenges.

b) Home-work and home-learning:

- Research in the internet, use of books and newspapers, preparation of presentation.

Class materials: paper, pencil or pen for each student, tablets, smartphones, computers, projector

Procedure: Procedure should be adapted to the background of participants. The courses could be professional advancement course, Life-long learning specialist course or specialist courses, seminars, field visits and lectures oriented at informing those with a stake in local landscape change processes, including planning processes.

Relevant aspects of landscape, and particularly of local landscapes (including challenges, pressures, objectives and intervention), should be incorporated into the courses.

Session 1: The facilitator presents the European Landscape Convention to the learners, followed by structured discussion about perceptions, principles, conflict of interests and challenges. Learners get Case studies, read it and continue with group decision. Based on a Case study learners form a groups and role play different actors. At the end facilitator helps to gather different actual local challenges and challenge learners to prepare presentation of them till next time.

Learners are given 1 week to read and prepare short 5 minute presentations of their own assignment.

Session 2: The learners present their work and afterwards there is a class discussion of the various issues raised, moderated by the facilitator.

6.3.2 Learning Activity 2: Landscape through use of ICT

Duration: 2- 4 learning sessions, based on knowledge and target group of adult learners, divided in two with at least one week in between.

Aim: To learn about different types of ICT tools that enable learners to capture and record the key aspects of a landscape they know and to present information in different ways for specific target groups.

Learning Objectives:

- to introduce different types of ICT tools
- to learn how to use ICT to capture different dimensions of landscape in a creative way
- to raise awareness about different perceptions of the landscape held by different people
- to develop the students' ability to use the ICT tools, understand their use and promote their ideas and actions proposals
- to discuss the students' landscape perceptions
- to encourage critical thinking.

Didactic Techniques: Demonstration of different type of ICT tools, followed by mainly self-directed work. An introduction of ICT tools by the facilitator and explanation of the assignment and the resources to be used.

Class materials: tablets, smartphones, computers, projector, access to internet

Procedure:

Session 1 (and 2): Facilitator (and expert in ICT) presents the ICT tools and library of ICT resources prepared in E-CLIC project accessed on web page. Facilitator (and expert in ICT) presents the use of ICT tools through different cases. Learners are encouraged to research possibilities and examples of use by themselves.

Session 2: The teacher introduces the project and hands out the assignment. Students select their landscape and use as much ICT as they wish to capture and present it. They can make a film, a collage of photos, a virtual journey on Google Earth etc. (also using the competition entries as an inspiration) and prepare a 5 minute presentation.

They are given a week to prepare this. They should choose tools based on the ability and the purpose of the course – learners background and their experiences.

Session 3: The learners present their work, they can use different methods. We suggest Wold Café Model if the group is bigger, to get presentation and feedbacks. If group is smaller, presentation and peer-to-peer discussion should be organised. Facilitator conducts a discussion of the results, both the way in which ICT has been used and how the landscape character or spirit has been captured and expressed.

6.3.3 Learning Activity 3: Dealing with landscape challenges from the learners' environment.

Duration: 2 formal sessions with studio project work and tutorials.

Aim: to take relevant local landscape challenges and to learn techniques for dealing with them, including policy, protection or management.

Learning objectives:

- to understand the pressures and threats to the landscape in the local environment
-

- to learn how to apply different tools to directing the future of the landscape
- to develop field work techniques
- to develop group work skills.

Didactic Techniques: Mainly self-directed group work following an introduction by the facilitator, collectively defining of the assignment and encouraging learners to come up with proposals and solutions, based on their own experiences.

Procedure:

Session 1: An introduction by the facilitator to the concept of landscape challenges and the various tools used to face them followed by the collectively defined assignment and grouping of learners (self-grouping). The assignment is a group project based on a real challenge in an area accessible to the learners for field work. The challenges are defined within discussion between facilitator and learners and each group takes a different one (or for large classes each challenge can be taken by two groups and their different approaches compared).

The learners work on the project for 2 weeks, in groups of up to 3 learners (depending on class size etc). They receive tutoring on 2 occasions of 30-40 minutes per group.

Session 2: At the second session the learners present their projects followed by a critical evaluation, changing opinions and class discussion of the different solutions. The learners can refer for ideas to the E-CLIC best practice library and to the E-CLIC competition entries. They can use any means they wish for presenting their work – from static posters to complex ICT.

6.3.4 Learning activity 4: Public participation as a driver of local development

Duration: 2 formal sessions with group project work of 4 weeks duration.

Learning objectives:

- to understand how to involve local people into landscape dynamics
- to develop skills in surveying, talking and listening to people
- to develop group work skills
- to develop skills in interpreting qualitative data

Didactic Techniques: Mainly self-directed group work following an introduction by the facilitator and explanation of the assignment and the resources to be used.

Procedure:

Session1: The facilitator introduces the ideas of public participation in the application of the ELC. Learners are invited to identify the challenge from their local environment as the assignment and let learners to formulate their own groups. Different landscape areas are selected in mutual collaboration of facilitator and learners ideally with the cooperation of the local municipality/council, and the groups are assigned one area each (to avoid duplication).

The learners then visit the area and talk to the local people about their landscape.

The facilitator is encouraging learners to also come up with their opinions, proposals and

solutions, based on their own experiences. The learners collect and interpret the data. They may use ICT and set up social networking as a means of finding people and developing a debate within the project as well as for the presentations (eg use of videos of people talking about landscape).

Session 2: After the data collection and interpretation a presentation is prepared and given at the second session, followed by feedback and dialogue-based and highly interactive discussion amongst the class and by the facilitator.

